

Appendix B: Multi-Year Action Plan for Colleges

The Ministry recognizes and appreciates that each institution has its own unique mission and objectives in the postsecondary education system.

The purpose of this Multi-Year Action Plan (Action Plan) is to provide an outline of how each institution will use their total operating budget, including multi-year funding allocations from the government and increased tuition revenues, to develop and strengthen its unique mission and objectives while contributing to the achievement of the Reaching Higher goals and results for access, quality and accountability identified in Appendix A of the MYA.

This Action Plan will set out your institution specific commitments for multi-year strategies, performance indicators and results designed to achieve the system-wide goals and results for access, quality and accountability, developed in consultation with faculty, staff and students.

The release of the full amount of your 2006-07 funding is conditional on the ministry approving your completed Multi-Year Action Plan. Thereafter, the ministry will review your Action Plan annually to discuss progress made on the commitments outlined in your Action Plan.

The release of the full amount of your 2007-08 and 2008-09 allocations will be conditional on your institution confirming that it is on track for meeting its commitments, or the approval of an improvement plan by the ministry.

This annual review will also allow for revisions needed to accommodate the input and advice of institutions and the Higher Education Quality Council of Ontario (HEQCO) with respect to the best way to measure performance and ensure the accountability of colleges and universities.

College Specific Mission and Objectives

Your college's mission or objectives are identified in your strategic and business plans. Please confirm that these are still current or note any modifications in the box provided. This may relate to your programming priorities, institutional culture, or student profile:

The mission and objectives as outlined in the strategic plan 2004-2009 are current. Specifically, Sault College is committed to student, institutional and community success, to be identified through these areas:

Student Success

a) Curricula, b) Programs, c) Instruction, d) Student Services, e) Native Education

Community Success

a) Training and Development, b) Partnerships, c) Service to Our Community

Institutional Success

a) Financial Strength, b) College Services, c) Our People

Key priorities in our Operating Plan include:

- 1) That we are an enrolment driven institution
- 2) That we must allocate our resources to achieve a maximum benefit in the classroom,
- 3) That we must manage our operations within our financial means.

A. ACCESS

Increased Enrolment

As outlined in Section 2.1 of the MYA, your institution will report on institutional enrolment growth in keeping with established protocols or as required by the ministry thereby contributing to the sector targets established by government. The ministry will use these reports to ensure that the system is on track to meet its commitment to increase college and university full-time enrolment.

Sault College has committed to the following Enrolment Target

2006-2007	1910
2007-08	2087
2008-09	2130

Increased Participation of Under-Represented Students

The ministry is committed to working with institutions and HEQCO to develop a system measure that will track the participation of mature and under-represented students in a manner that is sensitive to privacy concerns. This Multi-Year Action Plan will be revised to incorporate this measure and the accountability mechanisms which will be used to ensure that the system is increasing the participation of under-represented students and is affordable and accessible across Ontario including northern and remote, rural and urban areas.

To inform this process, please provide any measurement methodologies your institution currently uses to track the participation of these students, and in particular, any measures to find and track those who are the first in their family to attend postsecondary education (including “at risk” and low income students):

Sault College participates in the Ontario Student Engagement Survey (formerly known as the Pan Canadian Survey) as part of a system wide process of understanding the profile of our students. Sault College participates in the Ontario College’s Key Performance Indicator initiative as per the current process.

Sault College is in the process of developing a tracking system, administered by the

marketing department, through September intake surveys of new students asking to self identify (voluntary response) first generation and mature student status as defined by MTCU.

Proposed strategies to support the increase in participation of under-represented groups and mature students.

First generation students (FGS) and mature students:

Identify and provide support services to encourage participation of first generation students and mature students in post secondary programming

Students with disabilities:

Expand counselling and support services to persons with disabilities

Aboriginal Students:

Develop new support services specific to aboriginal students

Recognizing our size and location in Northern Ontario, Sault College is committed to increasing access to our programs by improving the recruitment process to attract Aboriginal students and citizens in Northern Ontario. The Aboriginal population is the largest growing demographic sector in our geographic area. Sault College participates in Road Warriors recruitment activities with Algoma University College to attract students from the Northern Aboriginal population.

Recruitment activities will develop new ways to incorporate materials aimed at first generation and Aboriginal students. New post card campaigns, with a broad city and district distribution, are aimed at increasing awareness of college offerings to mature and non-traditional students and contact will be tracked by the marketing department. Further development will be explored.

The Community Integration Through Cooperative Education (CICE) program offered at Sault College is a unique offering to support the integration of special needs students in the workplace by providing them with assisted real-work experience during their program of study. This program is successful in graduating job-ready individuals.

Student Services is developing support strategies to improve the success of all students.

When at-risk students are identified, they are encouraged to use support services administered by Student Services in areas of peer tutoring and mentoring. New programs targeted towards students with cultural and language (ESL) barriers are being introduced in collaboration with other supports services provided by the Native Education and Training department.

Please provide a description of your institution's strategies and programs that will support the increased participation of aboriginal, first generation, and students with disabilities, as appropriate to your institution's unique focus. Colleges should use this

box to input any strategies and programs that they may have with respect to mature students:

STRATEGY A: ENHANCE AND/OR EXPAND TECHNOLOGICAL SUPPORTS FOR STUDENTS WITH DISABILITIES

Several technological supports have been identified and obtained which will give students with special needs better supports to become more successful in the academic programs. The College also supports training in learning strategies and assistive technology for counsellors and Special Needs staff.

STRATEGY B: DEVELOP SUPPORTS TO ASSIST STUDENTS WITH DISABILITIES ON ENTRY TO COLLEGE AND ENABLE STUDENT SUCCESS/RETENTION

The College was able to offer a transition to college program for students with disabilities with special one-time grant funding for this purpose. Therefore, future programs would be subject to further grant funding. Open House Transition Session(s) and College or Special Needs staff visits to secondary schools allow the College to discuss with special needs students the processes of assessment, accommodations, OSAP, OCAS, Student Services and resources available.

The College will continually audit physical, academic and systemic barriers on campus that present themselves to students with disabilities with the intent of creating a welcoming accessible environment for students.

STRATEGY C: DEVELOP SUPPORTS TO ASSIST STUDENT ENGAGEMENT/RETENTION FOR STUDENTS WITH SPECIAL NEEDS

As increased number of students entering Sault College require special needs supports and it becomes more expensive to provide the basic necessities and physical space requirements. The College is looking to find solutions that will allow funding for special needs students so that we can continue to increase access and serve their specialized needs.

STRATEGY D: DEVELOP SUPPORTS TO ASSIST ALL STUDENTS WITH ENGAGEMENT/RETENTION

The College must identify what retention issues need to be addressed. We acknowledge that the primary strategy for student retention is in the level of direct interaction that students have with faculty. We are committed to maintaining the excellent faculty to student ratio that the College currently holds and work to increase the interaction among faculty and students.

STRATEGY E: DEVELOP SUPPORTS TO ASSIST ABORIGINAL STUDENTS ON ENTRY TO COLLEGE AND ENABLE STUDENT SUCCESS/RETENTION

1. Transition to College

The College would like to continue and expand upon a transition to college program for Native students which would introduce students to Native Education facilities and staff, student services, note-taking, test-taking, and funding as well as campus tours leading to familiarity with facilities and staff.

2. Recruitment/Transition

The Native Student Academic Counsellor (NSAC) and the Director of Student Services (DSS) are working on a program designed to liaise with ONECA and other Native Education Counsellors throughout the district and far North. Video conferencing, face-to-face meetings and presentations will open lines of communication for the purpose of providing academic, special needs and student service information. The Native Education department works in collaboration with Algoma University College, in a project called the Road Warriors. This team is comprised of Native Education Counsellors who travel to Aboriginal communities together providing liaison outreach activities. Further travel would be done with new funding. This collaborative effort allows Sault College to offer more events for students and community members.

3. Native Designation of seats

The College would like to examine feasibility of designating Native seats in specific program areas to be implemented for Fall 2007. This initiative is aimed at increasing access to Aboriginals by increasing exposure to different program areas and is at the recommendation of community input. The academic administrators will consider how to provide cultural support in new and existing programs.

4. New Academic Programs

Consultation with Aboriginal communities suggests a demand for new programming. A Skilled Trades for Aboriginals program would increase access of Aboriginals to trades sector and a Native Language Educator Certificate Program would address the needs of providing community based training of the Ojibwe language, recapping culture. A January intake is being proposed for the Native Language Educator Certificate. New Curriculum development in Native Mental Health Worker is being considered as well as the development of an articulation program with the Bachelor of Social Work and the College' Social Services Worker Native Programming.

5 Summer camps

The College will examine the development of summer camps with First Nations and Service Canada.

6. Cultural Support

The College is committed to providing cultural support to all Aboriginal students on campus. There is a designated Native Centre and staff available to provide support services. Continued service is dependant on the Native Education and Training Strategy funding being available. A decrease in the number of staff has occurred due

to the fixed funding and rising salary costs.

STRATEGY F: DEVELOP SUPPORTS TO ASSIST FIRST GENERATION STUDENTS ON ENTRY TO COLLEGE AND ENABLE STUDENT SUCCESS/RETENTION

1. Transition to College

The College will design a system to identify students first in their family to enrol in a post secondary program. Northern Ontario has the lowest participation rate of attendance at post secondary level. 50% participation is the benchmark that we will strive to improve. Special sessions entitled “Jump Start” have been identified to assist these “at-risk” students, due to lack of role models, in completing the application and financial aid process prior to admission. Students are provided with one-one assistance through the process by the Registrar and staff. Parents are also encouraged to participate with the incoming students to establish an understanding of support services available.

2. Promoting college education to secondary students

Since 2004/05, more than 800 secondary school students visited Sault College under the Revitalizing Technology Together project. Another 500 students attend annual on-campus ‘Apprenticeship and Trades Work!’ events to learn more about employment in the trades. This initiative included participation by the Ministry of Training, Colleges and Universities and industry representatives who shared career information and provided guidance. Sault College works closely with the Algoma District School Board and the Huron-Superior Catholic District Student Board to support educational and career planning for younger learners. These outreach activities increase the opportunity for first generation students to have exposure and positive college experiences while attending secondary school.

STRATEGY G: DEVELOP SUPPORTS TO ASSIST MATURE STUDENTS ON ENTRY TO COLLEGE AND ENABLE STUDENT SUCCESS/RETENTION

1. Provide a varied base of programming

Sault College continues to introduced a new post-secondary programs and now offers more than 70 diploma and degree offerings, ensuring that students accessing these programs have variety and options from which to choose. Programming in pre-trades and technology and pre-health was introduced to address the varying readiness of incoming students, in particular, mature students and First generation students who may need further exploration of subject areas.

2. Transition to College

The College will design a system to have mature students self identify status. Sault College uses a variety of methods used to evaluate prior learning and translate it into college level credit, including the Portfolio Development Process. The Prior Learning Assessment Recognition (PLAR) process recognizes life experience of mature students.

3. Develop Pathways to post secondary programs

Sault College has articulated a variety of programs with local university degree programs at both Algoma University College and Lake Superior State University in Michigan. These articulations and collaborations allow mature students to gain advanced standing towards post secondary as pathways have been designed to be flexible to individual progress.

STRATEGY H: DEVELOP AVENUES FOR OBTAINING FEEDBACK RELATED TO STUDENT SATISFACTION

Programs:

1. The College in consultation with student government will develop the five KPI College-specific questions to ensure that we receive student satisfaction reporting on the College's academic, cultural, physical and social performance.
2. We will undertake to educate students on the value the College places on the KPI; through a marketing of the process, purpose and response to the KPI survey.
3. Student Service areas will continue to monitor and follow up with students on their daily responses to customer service and resource questionnaires.

In the table below, identify the institution specific performance indicators you have developed to confirm that these strategies and programs will achieve their intended objectives. This may include the indicator(s) you have identified above. Please provide at least one indicator per strategy / program.

Performance Indicators

Strategy / Program	Indicator
<i>Increase access to first generation and at risk youth</i>	<i>Percentage of first generation students enrolled in programs</i>
<i>Develop supports to assist students with disabilities on entry to College and enable student success by providing Transition to College Program</i>	<i>Number of students accessing supports and attending the Transition to College program for Special Needs students</i>
<i>Expand counselling and support services to persons with disabilities</i>	<i>Monitor numbers of students accessing support services</i>
<i>Develop supports to assist Aboriginal students on entry to College and enable student success</i>	<i>Participation among Aboriginal students using Transition to College program</i>
<i>Develop avenues for obtaining feedback related to student satisfaction</i>	<i>Measures of KPI, marketing surveys, monitoring and follow-up.</i>

Pursuant to these indicators, please outline your institution specific quantitative outcomes and outputs which will be generated by your strategies and programs in 2006-07, 2007-08 and 2008-09. Provide at least one result for each indicator identified in the table above:

Multi-Year Results

Year	Indicator	Result
2006-07	<p><i>Percentage of first generation students enrolled in programs</i></p> <p><i>Number of students accessing supports and attending the Transition to College program for Special Needs students</i></p> <p><i>Monitor numbers of student accessing support services</i></p> <p><i>Participate in Dual Credit program for High school students and target First generation students</i></p> <p><i># of disabled students access technological supports and testing area</i></p>	<p><i>Establish baseline date of participation rates from target groups</i></p> <p><i>20 students attended Transition to college for Special Needs</i></p> <p><i>10 students accessed Transition program for Aboriginal students</i></p> <p><i>40 students participated (Not yet identified with FGS data) Baseline will be established</i></p> <p><i>771 tests accessed by special needs students</i> <i>75 Learning Disabled (LD) students identified</i></p>
2007-08	<p><i>Assess and update Transition to College Programs for both Special Needs and Aboriginal students</i></p> <p><i>Increase participation of Dual Credit program and target First generation students</i></p> <p><i># of disabled students access technological supports and testing area</i></p> <p><i>Utilize measures of KPI, marketing surveys, monitoring and follow-up to determine satisfaction rates of services</i></p>	<p><i>Increase participation of special needs and aboriginal students by 2-5% in Transition to College programs</i></p> <p><i>Increase participation of Dual Credit students to 80 participants (increase 2-5 % of FGS)</i></p> <p><i>850 tests administered, 95 LD students projected</i></p> <p><i>Requires focus group and survey distribution, results will be identified</i></p>
2008-09	<p><i>Development of method of tracking classroom evaluation and faculty performance</i></p> <p><i>Utilize measures of KPI, marketing surveys, monitoring and follow-up</i></p> <p><i>Maintain participation of Dual Credit program and target First generation students</i></p> <p><i># of disabled students access technological supports and testing area</i></p>	<p><i>Administer market research and focus group surveying current students</i></p> <p><i>Implement new marketing strategy based on feedback and surveys to increase enrolment and retention</i></p> <p><i>Dual Credit students:80 participants (increase # of FGS by 5 %)</i></p> <p><i>920 tests administered, 105 LD students projected</i></p>

In addition to developing a system-measure that will track the participation of under-represented students, the ministry is also committed to working with institutions and HEQCO to develop a system measure that will track the participation of mature students.

College Small, Northern and Rural

If your institution receives funding through the Small, Northern and Rural Grant, please provide a description of your institution's access plan to protect and enhance northern and rural Ontarians' access to quality college services, as appropriate to your institution's unique focus:

The College is examining our ability to attract new market segments to recruit into our current programs and improve local participation in post secondary studies. New pathways are being designed for students who are not currently in secondary school and who may not yet be academically prepared for post secondary programs.

We will increase intake in Academic Career Entrance (ACE) programs with programs located in the Algoma District in partnership with Native Education Centres and subsequently increase the number of candidates qualified to access regular post secondary programming opportunities.

Sault College aims to increase access to a broad range of programs and maintains at least 70 programs annually. Sault College has a full complement of continuing educational offerings with an objective to offer 30% new programming each semester to meet the needs of the community.

Our partnership with Contact North allows us to increase our reach to rural areas in Northern Ontario. The College is looking at redesigning our facilities to better adapt to the needs of remote learners by offering technologically enhanced distance learning.

The College is working closely with the local boards of education to offer Dual Credit programs with a possible implementation of Fall 2007. Once in the system, it is expected that students will come to the College to complete their credits/programs.

The College is also in phase 10 of the School-College Work Initiative with a proposal to be submitted for phase 11.

Programs are being designed in academic upgrading, pre-health and pre-trades and technology to assist students in choosing these program areas upon graduation of one-year entry programs.

Increase Apprenticeship Offerings - The College will work with local business partners in steel and construction trades to increase participation in the skilled trades areas. Both Aboriginals and women will be targets of skilled trades programs. The College will work with the community of Sault Ste. Marie to heighten awareness for

the need and desirability of working in the area of skilled trades.

A new Spring 2007 intake program that would be tuition free is being considered. This will provide a program that will prepare unqualified and/or first generation students in basic sciences, math and literacy, providing the opportunity to master study skills while being oriented to the college environment.

Health Care Delivery - The College is committed to working closely with Health Care delivery agents in our community to ensure that our Health programs continue to meet our community needs.

New collaborative degree offerings with Algoma University College in Design and Aviation /Business Administration are being finalized.

Please identify the specific multi-year results your institution will achieve from this access plan in the table below. Results could include inputs, outputs or outcomes:

College Small, Northern and Rural

<p>Results for 2006-07</p>	<p>Additional trades and apprenticeship programs developed will increase graduate number of job-ready skilled workers. Identify new trades specific program areas.</p> <p>Dual credit pilot project was developed for 40 high school students aimed at increasing exposure to college of target groups</p> <p>Phase 10 of the School College Work Initiative will administered</p> <p>Establish baseline data for participants in pre-trades, and pre-health access programs</p> <p>Implement first Spring Intake program with a target of 40 students and monitor results</p>
<p>Results for 2007-08</p>	<p>Increase program offerings with 4 additional programs</p> <p>Monitor situation as we move forward and increase ability to prepare students not traditionally college bound through first generation access programs and Aboriginal access strategies</p> <p>Dual Credit project will increase to include 80 high school participants</p> <p>Implement Phase 11 of the SCWI</p> <p>Increase participation in pre-trades and pre-health programs</p>

	<p>by 15%</p> <p>Offer Spring Intake program with a target of 40-45 students And monitor results</p> <p>First intake of the collaborative diploma/degree programs available to students into Aviation/Business Administration</p>
Results for 2008-09	<p>Provide more Northern Ontario residents including Aboriginal population with an entry point into post secondary education. More diploma and degree collaborations will allow students to pursue education with local institutional offerings.</p> <p>Monitor number of programs available and program mix ongoing</p> <p>Dual Credit project will include 80 high school participants</p> <p>Increase participation in pre-trades and pre-health programs by 5%</p> <p>Offer Spring Intake Program of 40-45 students and monitor results</p> <p>Collaborative Diploma/degree program in Design will be available to incoming students. At least one more new pathway for a collaborative diploma to degree offering will be developed.</p>

Student Access Guarantee

Pursuant to Section 2.1 of the Multi-Year Agreements, your institution will participate in the Student Access Guarantee, including a new website to allow Ontario students to identify costs and sources of financial aid.

Please indicate the strategies and programs that your institution will use in 2006-07 to support access for qualified Ontario students who face financial barriers, in accordance with the principle expressed through the Student Access Guarantee:

The College provides workshops on financial aid services to secondary school students and adult referral agencies with specific information on how to apply for OSAP. Within the Smooth Start Orientation program for new students, the College expands the information to discuss the responsibilities of using OSAP and application information.

Marketing materials always include a component that highlights Financial Aid opportunities for incoming students.

The First Generation Bursary program of last year was expanded to offer all the applicants bursaries using the tuition set aside dollars.

Tuition Set Aside dollars are used to provide entering, returning and exceptional expense bursaries to help meet the Student Access guarantee so that financial barriers to entrance will not occur.

Sault College plans to take into consideration the Ministry's tuition/book shortfall calculation, in allocating financial aid, as set out in the 2006/07 Student Access Guarantee Guidelines.

For 2007-08, the ministry will consult with institutions on how to improve the co-ordination and communication of financial aid from government and institutional sources and, based on these consultations, revisions to this section of your Action Plan may be required in future years.

As noted in Section 1.1 of the MYA, the ministry is committed to working with institutions and HEQCO to develop an approach for tracking results of the Student Access Guarantee, also to be reflected in 2007-08 revisions.

B. QUALITY

Quality of the Learning Environment

Pursuant to the consultation process on the Multi-Year Agreements, there is stakeholder consensus that a quality postsecondary education system is one that achieves high standards in the quality of the learning environment.

Please provide a description of your strategies that will support the quality of your learning environment as appropriate to your institution's unique focus. In particular, the ministry is seeking information on strategies and programs designed to improve student/faculty engagement and learning quality. Examples include but are not limited to: academic and student advising, student centred-learning models, first-year seminars, enhanced computers and technology access, learning commons, and library expansions and enhancements:

STRATEGY A: Enhance Library Services

Increase student access to Library resources including collection development and updated content on Library webpage will be undertaken.

STRATEGY B. Commitment to Information Technology

As our learners demand access to their learning resources - 24x7x365 – we continue to increase the amount of material that is available from remote locations and mobile devices. Continued investment into on-line learning materials is required to both purchase materials and provide college-developed curriculum which is so important to

student success. Upgrading our aged Learning Management System (WebCT) platform prior to the 2007-2008 academic year, including the incorporation of new functionalities into our curriculum will be required.

STRATEGY C. Professional Development of Faculty

1. Foster supportive learning environment. Much of our curriculum is taught utilizing collaborative learning techniques. The College is committed to increasing the professional development of faculty to ensure that we are encouraging student centred teachers who care about their students. Faculty are constantly challenged to revise curricula to ensure that learning strategies reflect all types of adult learners. We engage students in a collaborative learning process. The college maintains an excellent student to faculty ratio, among the lowest in the province. We are committed to maintaining that ratio.
2. Improve quality of student faculty interactions. An orientation program is being developed for newly hired faculty. Professional development seminars and workshops will be offered annually. A successful Terrific Teachers Conference was held this year. A new teaching manual has been developed and implemented.
3. Maintaining and increasing practical and hands-on learning strategies for students in all programs.
4. Complete a space utilization study to ensure maximum benefit of physical resources for student usage.
5. Introduce laptops and training to all faculty to enhance the use of technology in teaching strategies to improve utilization of wireless campus and to increase the use of Web CT services.

In the table below, identify the performance indicators developed by your institution to confirm that these strategies and programs will achieve their intended objectives. Please provide at least one indicator per strategy / program. For student/ faculty engagement, institutions may use net new full-time faculty, support staff, student services and administrative staff hires as one their indicators. Colleges are expected to provide their staff data to the College Compensation and Appointments Council which will post it on the Council website, as per the current practice.

Performance Indicators

Strategy / Program	Indicator
<i>Enhance Library services</i>	<i>Program guides are developed for all programs within the College and placed on the Library web site for easy access to students.</i>
<i>Enhance Information technology</i>	<i>Upgrades to Web CT will allow remote use and access by students of educational resources needed to be prepared in the classroom</i>
<i>Improve teaching and learning environment</i>	<i>Graduation rates, retention rates, student satisfaction rates, graduate employment rates, satisfaction with library</i>
<i>Improve professional development of faculty</i>	<i>Offer increased opportunity for staff to further develop professionally through seminars and workshop offerings including annual Terrific Teachers conference and teaching</i>

	<i>manual.</i>
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Pursuant to these indicators, please outline the quantitative outcomes and outputs which will be generated by your strategies and programs in 2006-07, 2007-08 and 2008-09. Provide at least one result for each indicator identified in the table above:

Multi-Year Results

Year	Indicator	Result
2006-07	<p><i>Graduation rates, retention rates, student satisfaction rates, graduate employment rates, satisfaction with library</i></p> <p><i>Increase professional development opportunities in Terrific Teachers Training Conference</i></p> <p><i>All Faculty will have laptops and access to wireless capabilities and Web CT</i></p> <p><i>Program guides are developed for all programs within the College and placed on the Library web site for easy access to students.</i></p>	<p><i>Graduation rate: 61.5%</i> <i>Retention rates: 1st to 2nd 75%, 2nd to 3rd 89%</i> <i>Student satisfaction rates: 72.4%</i> <i>Graduate Employment rates: 86%</i> <i>Library satisfaction rate: 63%</i></p> <p><i>Participation rates – 63 faculty of 135 attended</i> <i>Look at further development – create teaching manual</i></p> <p><i>Approximately 85% of faculty have laptops</i></p> <p><i>Students have access to selected list of resources tailored to their learning and reducing time spent in researching appropriate materials</i></p>
2007-08	<p><i>Graduation rates, retention rates, student satisfaction rates, graduate employment rates, satisfaction with library</i></p> <p><i>Increase professional development opportunities in Terrific Teachers Training Conference</i></p> <p><i>Review and monitor accuracy of Library program guides</i></p> <p><i>Upgrades to Information Technology System</i></p> <p><i>All Faculty will have laptops and access to wireless capabilities and Web CT</i></p>	<p><i>Graduation rate: 62%</i> <i>Retention rates: 1st to 2nd 76%, 2nd to 3rd 89%</i> <i>Student satisfaction rates: 73%</i> <i>Graduate Employment rates: 88%</i> <i>Library satisfaction rate: 64%</i></p> <p><i>Increased participation among faculty at Terrific Teachers Conference by 10%</i></p> <p><i>Ensure that students have accurate listing of resources applicable to program areas</i></p> <p><i>Increase usability of information technology resources by incorporating new functionalities into the curriculum and utilizing full potential of our wireless campus</i></p> <p><i>Complete Faculty laptop project with remainder purchased</i></p>
2008-09	<p><i>Graduation rates, retention rates,</i></p>	<p><i>Graduation rate: 63%</i></p>

	<p><i>student satisfaction rates, graduate employment rates, satisfaction with library</i></p> <p><i>Increase professional development opportunities in Terrific Teachers Training Conference</i></p> <p><i>Upgrades to Information Technology System</i></p>	<p><i>Retention rates: 1st to 2nd 78%, 2nd to 3rd 90%</i> <i>Student satisfaction rates: 74%</i> <i>Graduate Employment rates: 89%</i> <i>Library satisfaction rate: 64%</i></p> <p><i>Increased participation among faculty at Terrific Teachers Conference by 5%</i></p> <p>Continued access and increased use of Web CT by students and staff</p>
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Student Engagement and Satisfaction

Pursuant to Section 2.2 of the MYA, your institution will participate in the Ontario KPI initiative and in the Ontario College Student Engagement Survey and submit results from these surveys to MTCU.

As experience with the Ontario College Student Engagement Survey grows, subject to advice from HEQCO, this Action Plan may be revised in future years to incorporate institutional and/or sector-wide targets designed to improve student engagement and satisfaction scores. In the meantime, institutions may wish to use their Key Performance Indicators (KPI) and Ontario College Student Engagement Survey results as their indicators of quality in the section above.

Student Success

Retention

Pursuant to Section 2.2 of the MYA, your institution will identify specific targets for retention. Please insert targets for student retention rates in the following table, using the institution specific definitions and methodologies for measuring retention outlined in your 2005-06 Interim Accountability Agreements or if you have developed new definitions and/or methodologies, please specify what they are:

Student Retention Rates

	2006-07	2007-08	2008-09
1 st to 2 nd Year	75%	76%	78%
2 nd to 3 rd Year	89%	89%	90%
3 rd to 4 th Year*	Not applicable	Not applicable	Not applicable

* applicable only to applied degree programs

Graduation Rates

Pursuant to Section 2.1 of the MYA, your college will continue to participate in the Key Performance Indicator initiative.

The ministry will use the graduation data to determine whether the graduation rate (2005-06 reporting year) of 60 percent for the college sector is being maintained or improved, pursuant to the "Reaching Higher" Measurement and Results Schematic located in Appendix A of the MYA.

C. ACCOUNTABILITY

Multi-Year Action Plan

Please provide details on how the institution consulted with faculty, support staff, administrative staff and students on the content of this Action Plan:

Consultation took place among senior management team, open faculty sessions with VP Academic, Aboriginal Community Members and the Native Education Training Council, Senior Academic Leadership Team, representatives of the Student Administrative Council, faculty union executive and departmental meetings across service areas.

As previously noted, the Ministry will review your Action Plan annually to discuss progress being made on the commitments outlined in your plan.

Based on this review, you may be required to submit an improvement plan to the ministry, developed in consultation with faculty, staff and students.

The release of the full amount of your 2007-08 and 2008-09 allocations will be conditional on the successful completion of the annual review of the Multi-Year Action Plan

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